

English

We are reading the text 'The Wild Robot' and we will be retelling parts of the story. We will also be writing a chronological report.

Writing Focus:
Retelling
Grammar Focus:
dialogue
adverbs



Values & PHSE We will focus on the values of Quality and Love. Jigsaw – Dreams and Goals. We will be setting ourselves some steps to reach our goals and dreams. We will discuss our own learning and set ourselves new challenges.

Year 3/4
Term 3 2026



Incredible Italy

Reading

Children are rewarded every 20 reads with a new rainbow reading book mark. We expect children to read at least 4 times a week.

Maths

This term, we will focus on fractions, addition and subtraction written methods. We will also focus on times tables. **See Knowledge Organiser for Maths.**

Art:

In Art, we will be drawing from observation and thinking about the use of the line and shape. We will then move onto piecing together a collage and thinking carefully of the position of each piece.

PE

We will follow Get set 4 PE with a focus on Dance and Rugby. We will be sequencing our own routines and working in groups. **See Knowledge Organiser for PE**

Computing

Information Technology – We will be focussing on effective searching. Online Safety: Online Reputation.

Science - Sound

We will be learning about sound. We will carry out experiments to explore how sounds are made and how they travel. This will help us understand how volume plays a part and how it affects our hearing. **See the Knowledge Organiser for Science.**

Geography

We are learning about Italy. We will explore famous landmarks, including the Colosseum and the Leaning Tower of Pisa. We will also learn about the Alps in the north and the Apennines that run down the centre of the country. Finally, we will discover the ancient city of Pompeii and what the eruption of Mount Vesuvius can teach us. **See the Knowledge Organiser for Geography.**

Incredible Italy

The capital city of Italy is Rome.



Continent: Europe

Capital city: Rome

Population: 59 million (2021)

Volcanoes: Italy has three active volcanoes: Vesuvius, Stromboli and Etna

Seas: Mediterranean, Ligurian, Adriatic, and Ionian seas

Physical Features

Human Features



Colosseum






Leaning Tower of Pisa



Cathedral of Santa Maria

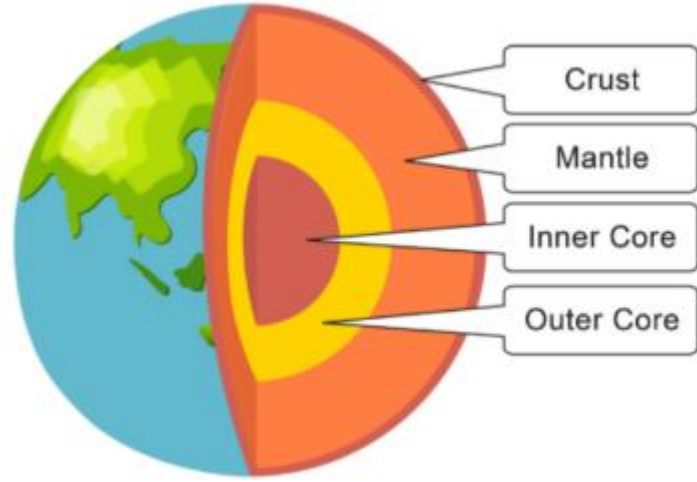
The Colosseum in Rome, built in 70 A.D., as one of many built throughout Italy during the time of the Romans. This huge amphitheatre could hold 50,000 spectators and was often the scene of chariot races, gladiator and animal battles along with executions.

<p>The Alps</p> 	<p>These are the longest mountain range in Europe and the highest in western Europe (excluding Russia). They are 1200km across and pass through 8 alpine countries (Switzerland, France, Germany, Austria, Slovenia, Monaco, Italy and Liechtenstein).</p>
<p>The Apennines</p> 	<p>The Apennines range runs north to south down the centre of the country.</p>
<p>River Po</p> 	<p>The longest river in Italy is the River Po. It is approximately 670km in length and its source is the many streams found in the Alps.</p>



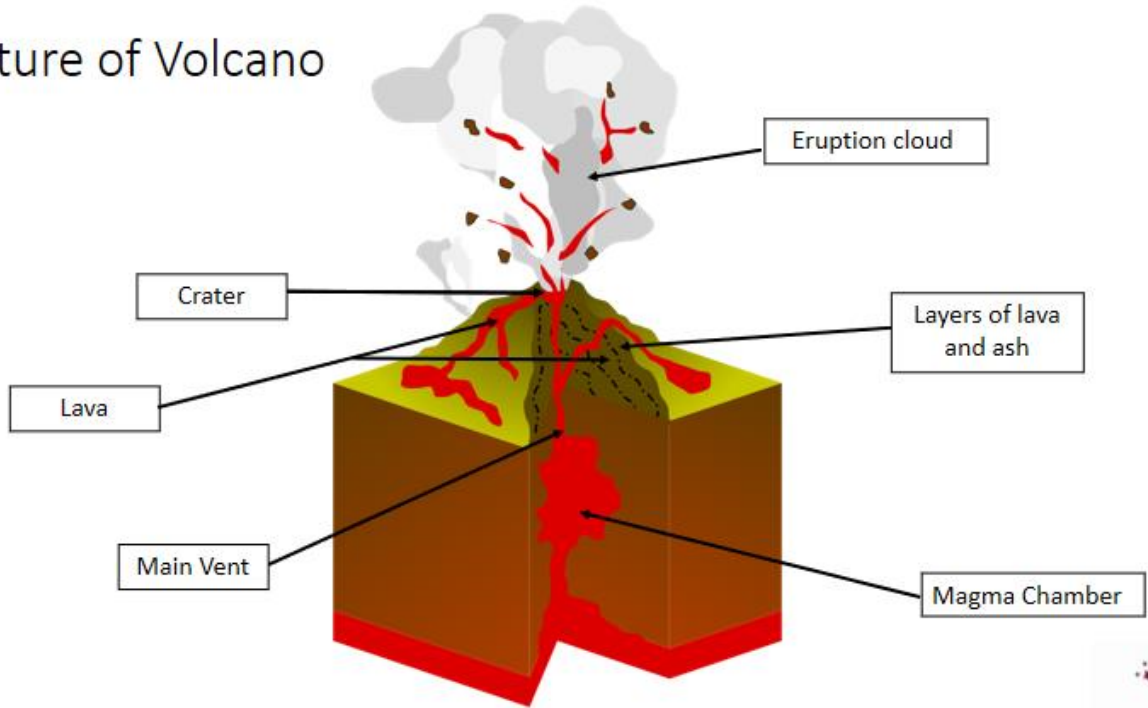
Mont Blanc is the highest mountain in the Alps.

Pompeii



The city of Pompeii was a major resort city during the times of Ancient Rome. However, in 79 AD, disaster struck the city when it was buried under 20 feet of ash and debris from the eruption of the nearby volcano, Mount Vesuvius. The city of Pompeii was a popular vacation destination for the Romans. It is estimated that between 10,000 and 20,000 people lived in the city. Many wealthy Romans had summer homes in Pompeii and would live there during the hot summer months.

Structure of Volcano

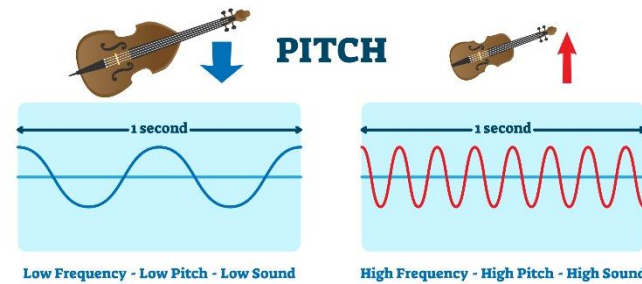


Key Vocabulary

Mountains	A very high area of land with steep sides.
Volcano	A mountain from which hot melted rock, gas, steam and ash from inside the Earth sometimes burst.
Amphitheatre	Brick built oval stadium - Roman architecture.
Peninsula	A piece of land which is almost completely surrounded by water.
Borders	Political factors and physical (e.g rivers, mountains and seas) affect where borders between countries are set.
Roundhouse	A circular dwelling.
Landmark	A key feature or building that is easily seen and important to the area.
Human feature	Something man-made such as a landmark, road, factory or airport.
Physical feature	Something natural as mountains, deserts, jungles or rivers.

Sound

Pitch



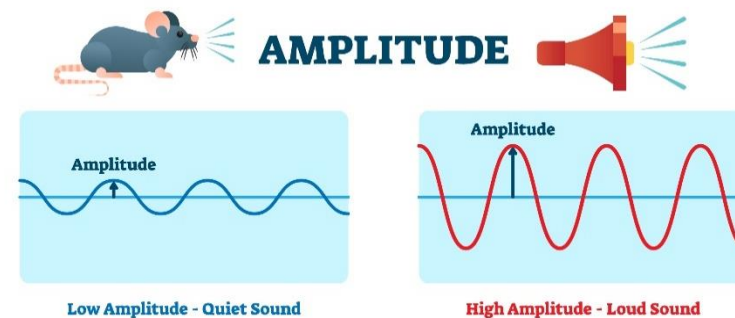
The pitch of a sound is how high or **low** it is. A squeak of mouse has a high pitch. A roar of a lion has a low pitch.

A high pitch sound is made because it has a high frequency. The sound source vibrates many times a second.

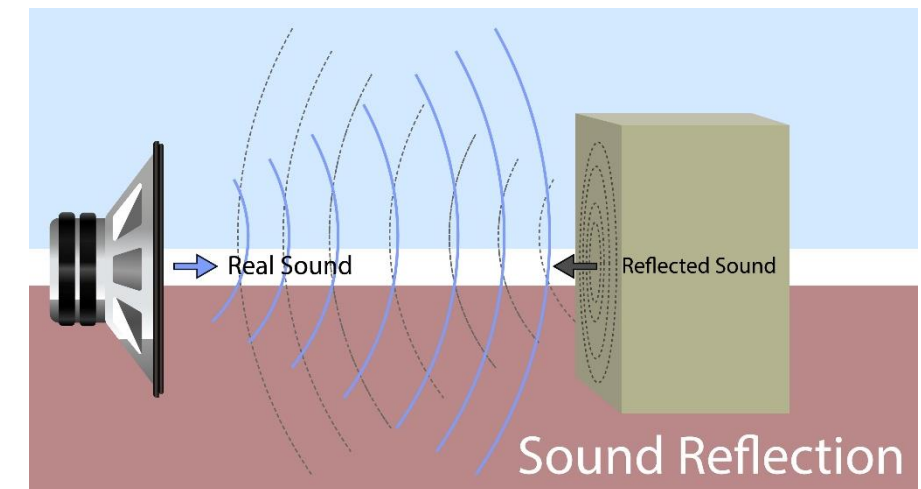
How sounds are made and travel

When objects vibrate, a sound is made. The vibration makes the air around the object vibrate and the air vibrations enter your ear. These are called sound waves. If an object is making a sound, a part of it is vibrating, even if you cannot see the vibrations. Sound waves travel through a medium (such as air, water, glass, stone, and brick).

Volume

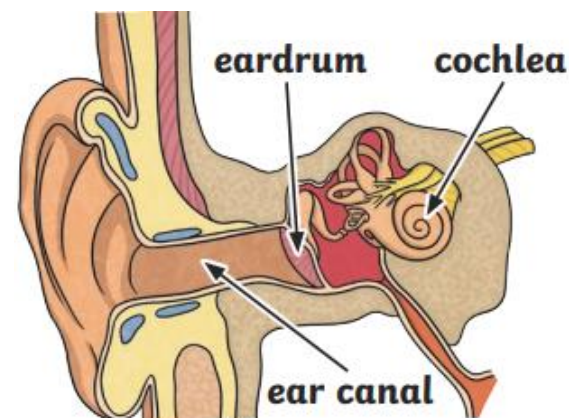


The volume of a sound is how **loud** or **quiet** it is. Quieter sounds have a smaller **amplitude** and less energy (**smaller vibrations**) and louder sounds have a bigger amplitude and more energy. The **closer** we are to a sound source the louder it will be. A train arriving at a station sounds loud. The further away from a sound the fainter it will be. A train in the distance sounds quieter.

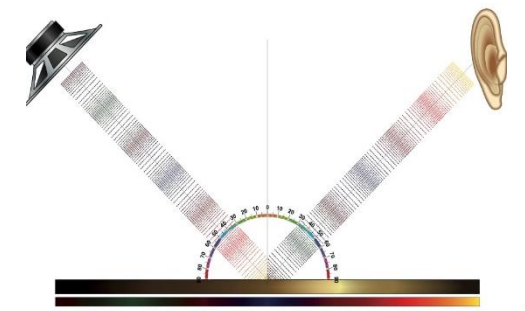


How do we hear?

The Ear



The sound waves travel to the ear and make the eardrums vibrate. Messages are sent to the brain which recognises the vibrations as sounds.



Key Vocabulary

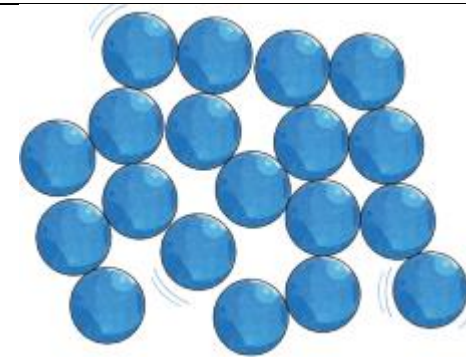
Vibration	Particles moving very quickly.
Medium	A substance such as air, water or a solid.
Source	The start of something.
Energy	The power to make something work, move or grow.
Materials	Anything used in making something or building.
Reflect	Bounce back from a surface.
Volume	How loud or quiet a sound is.
Decibels	The unit to measure loudness.
Pitch	How high or low a sound is.
Instruments	Objects used to play music.
Particles	Tiny pieces that make up something larger.
Sound source	The object that started the sound.

Sounds in Solids



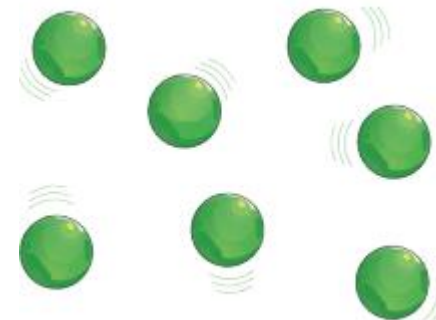
The vibrations that create sound move from particle to particle. The particles in a solid are closely held together. This means that it is easier for sound to travel through a solid object than through other states of matter.

Sounds in Liquids

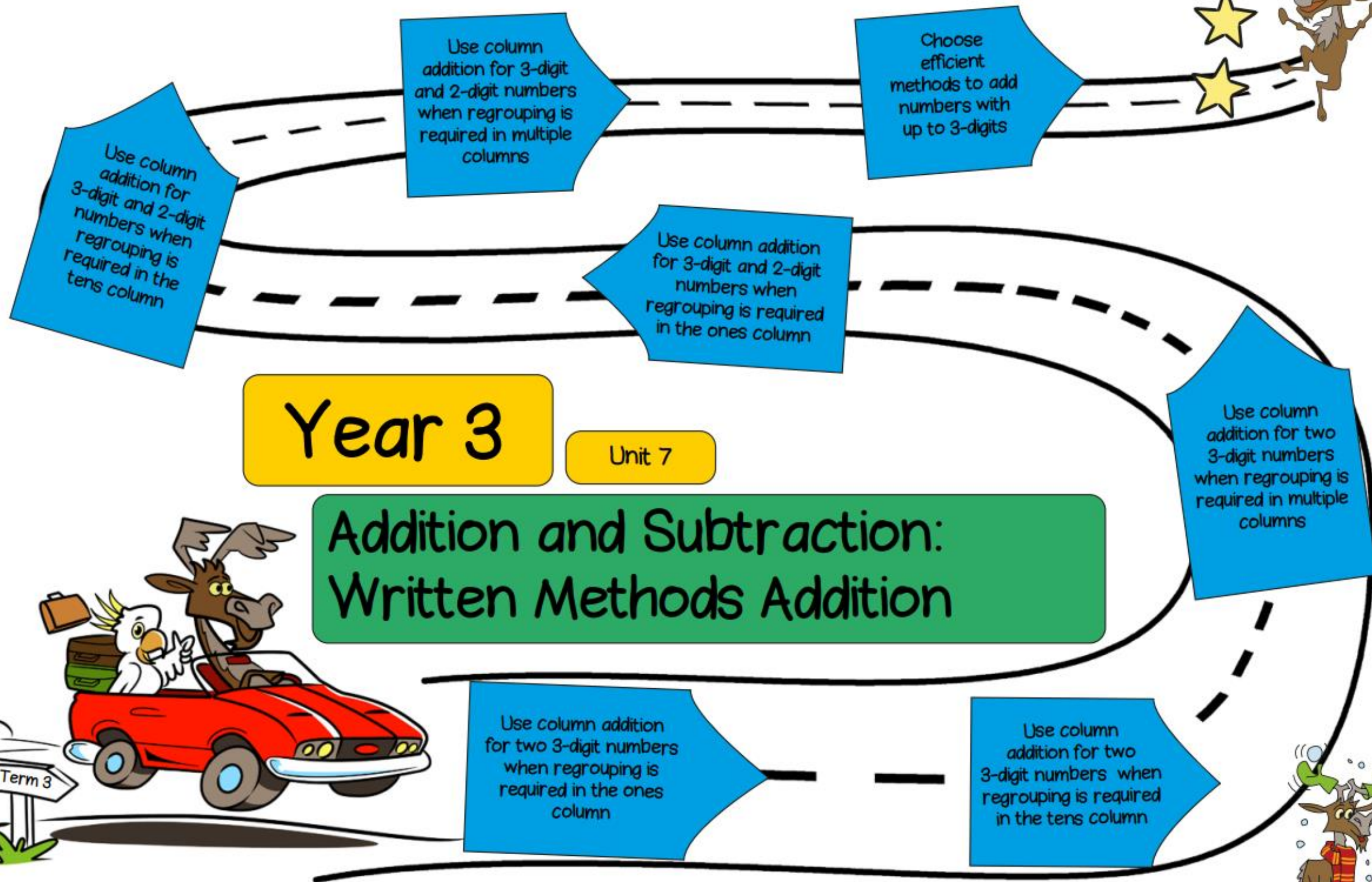


In a liquid, the particles are quite close together and can move freely over each other. This means that the vibrations from a sound can't travel as easily as in a solid. Sound can still travel through liquids but not as well as in a solid.

Sounds in Gases



Gas particles are spread far apart. It is more difficult for vibrations to travel through a gas than through a liquid or a solid. Sound can still travel through gases. Most of what we hear travels through the air.



Year 3

Unit 7

Addition and Subtraction: Written Methods Addition





Use column subtraction for 4-digit and 3-digit numbers when exchanging is required in multiple columns

Use column subtraction for 4-digit and 2-digit numbers when exchanging is required in multiple columns

Use column subtraction for 4-digit numbers when exchanging is required in multiple columns

Use column subtraction for 4-digit numbers when exchanging is required in the thousands column

Year 4

Unit 8

Addition and Subtraction: Written Methods Subtraction

Use column subtraction for 4-digit numbers when exchanging is required in the hundreds column

Subtract a 4-digit number from a 4-digit number, no exchanging

Use column subtraction for 4-digit numbers when exchanging is required in the tens column





Get Set 4
Education

Knowledge Organiser

Dance Year 3

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

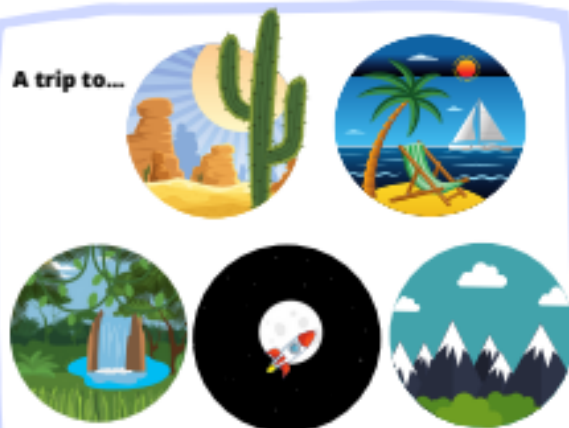
There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...



Dance Actions



LINE DANCING STEPS

Step 1: The Fan

counts: 1,2,3,4,5,6,7,8

counts: 1,2,3,4,5,6,7,8

Step 3: Step Kick, Step Touch

counts: 1,2,3,4,5,6,7,8

Step 2: Heel, Toe

counts: 1,2,3,4,5,6,7,8

step forward right foot, kick with left foot, step backward left foot, touch toe back right

Step 4: Grapevine counts: 1,2,3,4,5,6,7,8

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
create: to make
dynamics: how an action is performed e.g. quickly, slowly, gently
explore: to try out and discover ideas
expression: actions or gestures used to share thoughts or feelings
extend: to make longer

feedback: information given to make improvements

formation: where performers are in the space in relation to others

interact: to communicate with others

pathway: designs traced in space (on the floor or in the air)

perform: to present to an audience

pose: a position, usually still

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:
If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics:
All actions can be performed differently to help to show effect.

Space:
Use space to help your dance to flow.

Relationships:
'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

Social

share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Get Set 4
Education

Knowledge Organiser

Dance Year 4

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This
dance is
inspired
by a spy!

The Spy Set Phrase

Counts 1-4:
Creep forwards lightly on your toes,
looking from side to side.

Counts 5-8:
Stand with your feet shoulder width apart,
bend your knees. Transfer weight from left to right,
turning your head from left to right.
Repeat other side.

Counts 1-4:
Step whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

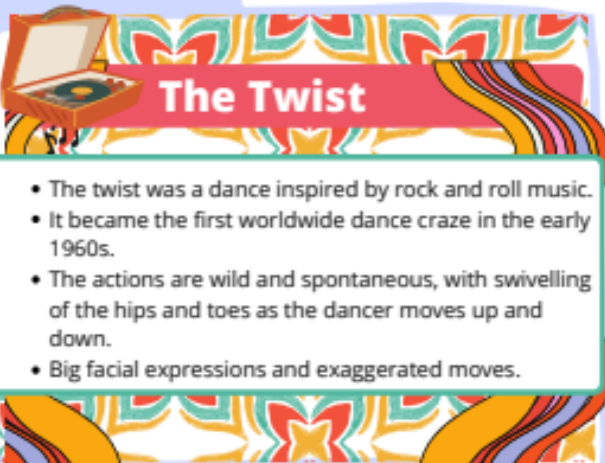
Counts 7 and 8:
Run backwards quickly.



CARNIVAL TIME

Samba music has its roots in
Brazilian and African music.

Music and dance play a
major role in the Rio de
Janeiro Carnival.



The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

States of Matter

solid	actions	dynamics	space	relationships
	kick lunge	strongly	same level	unison
	stamp step	heavily	straight	side by side
	slide	robotically	pathways	in contact
				matching
liquid	actions	dynamics	space	relationships
	slide wave	smoothly	curved	some
	twist	fluidly	pathways	performers
	ripple	gently	varied	in contact
	extend	gracefully	directions	canon
gas	actions	dynamics	space	relationships
	spin leap	smoothly	varied	random timing
	roll	gently	directions	
	jump kick	fluidly	pathways	not in contact
			levels	spaced

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward

canon: when performers complete the same action one after the other

dynamics: how an action is performed e.g. quickly, slowly, gently

expression: actions or gestures used to share thoughts or feelings

flow: actions that move from one to another easily

formation: where performers are in the space in relation to others

match: to perform the same action as someone else

mirror: reflecting the movements of another person as if they are a reflection

mirror: reflecting the movements of another person as if they are a reflection

order: the sequence of actions

performance: the complete sequence of actions

phrase: a short sequence of linked movements

relationship: the ways in which dancers interact; the connections between dancers

represent: to stand for something

rhythm: a strong, regular repeated pattern of movement

space: the 'where' of movement such as levels, directions, pathways, shapes

structure: the way in which a dance is ordered or organised

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Family Fun Dance

How to play:

- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

www.getset4education.co.uk



If you enjoy this unit why not see if there is a dance club in your local area.

How will this unit help your body?

Balance, co-ordination, flexibility.

Head to our youtube channel to watch the skills videos for this unit.



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Knowledge Organiser

Rugby Year 3

About this Unit

Rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

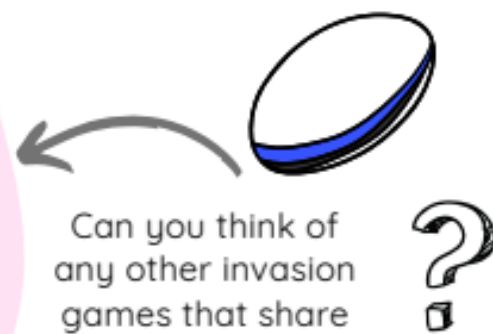
Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

If you choose to wear tags on your waist, opponents try to pull these off instead of tackling. It's all about teamwork, running, dodging and passing.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



Can you think of any other invasion games that share these principles?

Key Vocabulary



attack: the offensive action of trying to score goals or points
communicate: sharing information with others
control: with good technique
defend: try to limit the opposition scoring by marking a space or player to gain possession
dodge: change direction quickly, often used to lose a defender or avoid being caught
opposition: the other team

pitch: the space used for a tag rugby game
receiver: the person catching the ball
tactics: a plan that helps you to attack or defend
teamwork: working with others to achieve
technique: how you apply a skill
tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Swing your hands to your target when throwing to help to send the ball accurately.

Space:

Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:

As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social communicate, support, collaboration, respect

Emotional perseverance, self regulation, honesty, determination

Thinking make decisions, comprehension, application of rules and tactics

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

- Defending players must try to stay in front of the ball carrier.
- Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

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Head to our youtube channel to watch the skills videos for this unit.



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Knowledge Organiser

Rugby Year 4

About this Unit

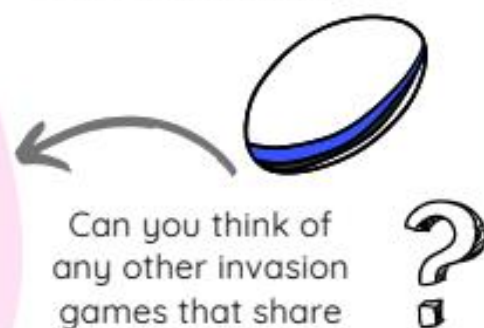
Rugby is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Rugby was created in 1823 at Rugby School, when William Webb Ellis, one of the pupils there, picked up the ball whilst playing football and began running towards the opposition's goal. In 1871, the first international game was played and rugby is now played all over the world.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different to most other balls because of their 'egg shape'. The balls were made using rubber tubes which because of their flexibility became oval by accident!



Can you think of any other invasion games that share these principles?

Key Vocabulary



accelerate: speed up
delay: to slow an object or player
dodge: change direction quickly, often used to lose a defender or avoid being caught
forward pass: when the ball is passed in the direction of a team's try line
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
limit: to reduce
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.

onside: when the defender is in front of the ball carrier
option: possible choices
pitch: the space used for a tag rugby game
possession: to have
supporting: being an option for the person with the ball
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you
try: the name of a point scored by placing the ball over the try line

Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Space:

Moving into space will help your team keep possession and score goals.

Attacking and defending:

As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

Social

This unit will also help you to develop other important skills. support others, inclusion, communication, collaboration, respect

Emotional

determination, honesty, independence, perseverance

Thinking

decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Tactics

Using tactics will help your team to maintain possession and score or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

The Rescuer

What you need: a marker e.g. a cushion, an object e.g. a teddy bear and a partner

How to play:

- Place your marker down to indicate the start and finish spot.
- Place your object 10m away.
- One person, the rescuer, begins on the start marker, partner begins three big steps away. Rescuer attempts to reach the object and bring it back to the marker without being tagged by your partner.
- If tagged, the rescuer must go back to the start marker to try again.
- Have three attempts then change roles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Y3 PSHE Jigsaw Knowledge Organiser Dreams & Goals

Puzzle Outcomes

- I can tell you about a person who has faced difficult challenges and achieved success.
- I can show respect and admire people who have overcome obstacles to achieve a success.
- I can tell you about a dream or ambition that is important to me and imagine how it feels to fulfil this.
- I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.
- I can break down a goal into a number of steps and can explain how others can help me to achieve it.
- I am motivated and enthusiastic about achieving our new challenge.
- I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge.
- I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them
- I know how to share my successes with others positively, and can store these feelings in my internal treasure chest.

Weekly Celebrations

- Week 1- Stay motivated.
 Week 2 – Keep trying even when it's difficult.
 Week 3 – Work well with a partner or in a group.
 Week 4 – Have a positive attitude.
 Week 5 – Help others to achieve their goals.
 Week 6 – Are working hard to achieve their own goals and dreams.

Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



Our Values of the term:

Quality & Love



Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Ambition	Desire and determination to achieve success.
Aspiration	A hope or ambition of achieving something.
Challenge	Something new and difficult which requires great effort and determination.
Obstacles	Something that blocks you so that movement, going forward, or action is prevented or made more difficult.
Overcome	Succeed in dealing with a problem or difficulty.

Y4 PSHE Jigsaw Knowledge Organiser Dreams & Goals

Puzzle Outcomes

- I can tell you about some of my hopes and dreams and explain how I feel about them.
- I know that sometimes hopes and dreams don't come true and that might hurt.
- I know what feeling disappointed feels like and can tell you times I felt that way.
- I know that being positive can help me feel better about something disappointing.
- I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments.
- I know how to make a new plan and set goals even if I have been disappointed.
- I know what being resilient and having a positive attitude means
- I can work in a group to sort out the steps we need to take to achieve a challenge or goal
- I know how to share the success of my group positively and store these feelings in my internal treasure chest.

Weekly Celebrations

Week 1- Stay motivated.

Week 2 – Keep trying even when it's difficult.

Week 3 – Work well with a partner or in a group.

Week 4 – Have a positive attitude.

Week 5 – Help others to achieve their goals.

Week 6 – Are working hard to achieve their own goals and dreams.

Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



Our Values of the term:

Quality & Love



Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Hope	A feeling of expectation and desire for a particular thing to happen.
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Determination	The quality of having a firm goal or being determined.
Resilience	The ability to bounce back after challenges and tough times.
Disappointment	Unhappiness from the failure of something hoped for or expected to happen
Commitment	The state or quality of being dedicated to a cause or activity.



French Year 4: Numbers, calendars and birthdays.

Vocabulary and pictures



1 un one	2 deux two	3 trois three	4 quatre four	5 cinq five	6 six six
7 sept seven	8 huit eight	9 neuf nine	10 dix ten	11 onze eleven	12 douze twelve
13 treize thirteen	14 quatorze fourteen	15 quinze fifteen	16 seize sixteen	17 dix-sept seventeen	18 dix-huit eighteen
19 dix-neuf nineteen	20 vingt twenty	21 vingt-et-un twenty-one	22 vingt-deux twenty-two	30 trente thirty	31 trente-et-un thirty-one

French Year 4: Numbers, calendars and birthdays.

Sentence structure and phrases



lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Jan	Feb	Mar	Apr
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janvier

février

mars

avril

May	Jun	Jul	Aug
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mai

juin

juillet

août

Sep	Oct	Nov	Dec
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septembre

octobre

novembre

décembre

Days of the week and months of the year **do not** start with a capital letter

Other phrases

C'est quand, ton anniversaire ?	When is your birthday?
Mon anniversaire	My birthday is ...
Pour mon anniversaire ...	For my birthday ...
Je voudrais ...	I would like ...

C'est quand, ton anniversaire ?

Mon anniversaire, c'est le 15 mars

Pour mon anniversaire je voudrais un gâteau d'anniversaire

When is your birthday?

My birthday is on 15th March

For my birthday I would like a birthday cake

